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SHALL OUR GIRLS STUDY THE CLASSICS?

IN the [minority] report of the Committee appointed to consider the subject of the co-education of the sexes in Harvard College, by James Freeman Clarke, the following passage occurs: "This method is particularly applicable to Harvard University, because the system of elective study is already so largely adopted therein. In colleges where one course of study is the rule for all, that would necessarily be adapted to the male students, and might not be so suitable for women. But in Harvard they would have such large liberty of choice that they might easily select a course suitable for them."

It has been noted as a significant fact, that "out west," where the girls go to college, they are in many, perhaps in a majority of cases, taking the "scientific," or the "modern," or some partial course of study, and leaving out the Latin and the Greek; thus indicating, the *Independent* remarks, "if not what the young women need, what they think they need."

With all respect to the *Independent*, I think it indicates precisely neither the one nor the other, but rather the sentiment of the country with regard to the education of women; and that this action of the girls, as far as it is referable to them, may be explained by reasons quite other than their own preferences.

In the first place, girls are not generally fitted to enter the college classical course. Latin is seldom studied to any extent by those not expecting to go to college, and the little amount of Greek necessary to enter upon a respectable university course is rarely found in the curriculum of a young ladies' school. So, with the college doors wide open and other things favorable, we must wait at least three years for the girls to get started in the classics.

But most of those who have come to realize the necessity of more extended culture, are past the age for attending school, and can only regret that these opportunities did not come to them earlier in life; or, they are surrounded by circumstances that would prevent their spending seven or eight years longer in school, while it might be possible for them to spend four years longer there; and if we look to the younger ones, those just entering the High or "Select" school to begin the proper preparation, we find that the sentiment of the parents is opposed to an advanced education for their daughters. The same spirit that takes our boys from the academies and puts them into the counting-rooms; that takes our young children from their natural sports and puts them into factories; that takes our half-grown misses from—anywhere, and puts them into the teacher's desk, will heap obstacles almost insurmountable in the way of our ambitious girl students, unless it can be demonstrated by easy logic, that for every hour spent in the classic hall there will be a direct return in money or position. "What good?" is the question oftenest asked the teacher concerning his course of study; and the fatal thing about it is that the best things are not considered good at all by those who hold in their hands the keys to the child's future life.

And so, I think, our western girls have made a compromise between a full college course and none at all;—some of them, perhaps, believing with their friends that any university study is a work of supererogation for a woman, and ought to entitle her to a high place among those who make "getting on" the main business of life. Many of them, while possessing a genuine respect for culture, have, true to that principle of economy which, for obvious reasons, most wo-

men set in high esteem, chosen the shorter and more modern course, as requiring a less expenditure of time and money than the full course, and as being more readily convertible, when finished, into the good things, perhaps into the necessities of life.

Let me not be understood to intimate that it is merely for the selfish love of gain that women thus abridge their term of preparation for the work of life. I have watched the ways of the world in school matters too many years not to know that it is sometimes in obedience to the highest moral sentiments, that young women cheat themselves of the best things in life,—of the things, too, that were meant for them and are good for them.

Here is an illustration of the way such matters are managed. A young girl, thoughtful, fond of study, has finished a high-school course, and is ambitious of further means of culture. A neighboring university is open to girls, and she resolves to avail herself of its advantages. At the very first step she meets with discouragement, if not downright opposition, from her parents, who want her services or her society. "You have been to school as much as other girls," they say, and "what good will so much learning do you?" "It is time you were earning something for your living;" or, "we are lonely and dull without you; the boys *will* go away, but we mean to keep our girls." She tries to make them think that the time will soon pass, and that she will be in a condition to benefit them more when she has carried out her plans, than she possibly can do in her present state, feeling so sensibly the need of a larger and more general discipline to make what she has already acquired available. But they are not convinced. "In a little while she will be married," they say, "and then her fine education will be lost; we will keep her while we can."

Her brother, who perhaps owes it directly to her enthusiasm that he is in college, is not now to be relied upon. It is not a common thing for girls to attend the University, and the honest boy shrinks from the notoriety that might come to his sister. He tells her that the "fellows" are rough, and he is afraid they will think her "strong-minded;" he is sure she could never "keep up" in Greek, and then

those "tre-men-dous mathematics!" they would "entirely break her head open," they "almost" break his. If she reminds him that she used to help him in Arithmetic and Algebra, he says, "That's another thing. Algebra is nothing to Trig,—besides, girls always do well at first, but they don't hold out, you know."

Her young lady friends who have not the same aspirations, are properly "surprised" that she should be so "unfeminine;" and last, I do not say least, comes a young man of society, a bank clerk perhaps, some sort of a stupid, genteel prig, who looks grandly down at her, and tells her meltingly that she is good enough for him as she is; that he is not sure but he likes her better now than he shall when she has weak eyes, an abstracted air, wears a green dress, and has an ink blot on her middle finger. A serious consideration surely, but sometimes, if the girl be young and susceptible, a moving one; and everybody remembers the fatal consequences of that "last straw."

Perhaps she goes to her pastor, as the most cultivated, and at the same time conscientious person whose advice she has a right to seek, and lays the whole matter before him. More than possibly, man and minister as he is, he reads her a lesson on "woman's sphere;" reminds her of her filial duties; tells her that it is well to be learned, but better to be dutiful; better for a woman to possess the domestic virtues than to read Greek,—as if there were any antagonism between Greek and the domestic virtues!—finishing up with the (to woman) seductive suggestion that by the present self-denial, the sacrifice of her highest hopes, even of the object she has set for herself in life—by this sort of penance (he does not call it so), she is perhaps doing her duty and laying up great treasure in heaven. It is possible for one person in a thousand, one of remarkable foresight and independence of character, fruitful of expedients, and skilled in ways and means, to decide what is best and right for herself to do, and to succeed in doing it, even when she has to overcome a world of adverse circumstances; but the case we have been considering is not an extraordinary one, and ends, if not in giving up school-days altogether, in a compromise,—the poor girl hurrying through a partial

course that she may the sooner devote herself to her friends and her "duty."

It may be thought that this is an exceptional case; for neither girls nor boys are generally so anxious about an advanced course of study, a majority always preferring to leave school early in order to enter upon business or society. It is true that the majority of boys with the world in their favor do not go to college; and that the universities are founded, endowed, carried on for the benefit of an exceptional class (so far as immediate attendance upon them is concerned),—a very small minority of the masculine world. I suppose the majority of girls do not wish to go to college, and that only a small minority of them will ever be persuaded to do so; but of this exceptional class, I believe that the illustration I have given, which is "founded upon facts," is a characteristic one.

Whether the decision to take an entire college course, a partial one, or none at all, were the wisest to make under such circumstances as I have described, I do not pretend to say. This I believe, that it were better for an individual not to know the alphabet of his own language, than to sacrifice any intelligent convictions of duty in order to learn it; and I say this, knowing well that some of the most foolish, as well as the most atrocious acts have been performed in obedience to convictions of duty;—perhaps, however, not "intelligent" convictions. Persons of weak wills and obliging dispositions sometimes mistake the pressure of circumstances for a conviction of duty. Women, who are brought up systematically to self-denial, are apt to think the painful path the appointed one for them to take.

"Jeanie" in the ballad felt that she *must* marry "Auld Robin Grey" because he "came a courtin'" her, and her parents "urged her sair," and so made more lives miserable than she had hoped to make happy.

We look to our professional thinkers, our editors, clergymen, teachers, to keep the atmosphere so clear of ignorance, superstition, prejudice, that no class of our young people shall be weighed down by its foulness; forced to live low by inability to rise above untoward circumstances,—an unnatural inability, brought on by breathing-in falsehood, sick-

ly sentimentalism, superstition, nonsense, from earliest childhood.

Shall not our teachers—all those who make it a business to think for others, find a large part of their work here ?

The *exceptional* girl, if one pleases, with a thoughtful turn of mind, a fondness for study, who feels as the Brooklyn preacher says, "called to become educated," should find in the country Academy, the village High School, or in any institution worthy of public patronage, judicious teachers, who would give her right notions of education, guide her in the choice of present studies, and aid her in defining plans for the future. The teacher should do more ; he should convince her parents of the uses and benefits of scholastic drill ; convince them that there are wastes besides that of money, which they can ill afford ; that there are better results to be sought after than temporal gain, and that there are better things, even for girls, than to know how to "appear" in society, and to "keep a house" in the orthodox fashion.

This is the work of the teacher, but not of the teacher alone ; the early training, the education of children and young people, should, it seems to me, occupy a large space of the pastor's thoughts. The salvation of the world is his professed business, and where can he better begin than with young children, unless indeed with the parents of young children ? It is not enough that he preach repentance in general terms ; he must descend to particulars and instruct his people on specific things, on the conduct of life. He is to think for his people. Let him see to it that his preaching and teaching is not a mere presentation of theological truisms.

"Does your minister never preach sermons like that?" asked a gentleman of a young friend who was going into raptures over a live sermon concerning matters in which he was interested. "No, never!" exclaimed the boy in a tone of disgust, "he never preaches anything but 'Christ and Him crucified!'" I am sorry for the irreverence ; the boy did not know that he had just listened to a discourse on that theme, the best of his whole life.

What has all this to do with the classics ? Much, I think.

The law of gravitation holds the planets in their places and the great stars; but it directs no less the movement of a falling apple or chestnut.

When we come to learn what are the best rewards in this life, the things most worth striving after, we shall adapt the means to the end. When we come to know that all people of the earth are of one flesh, we shall believe what was told us eighteen hundred years ago, that there is a "better part" for women than "much serving."

Missionaries are fond of telling us what Christianity has done for the "sisters." The "sisters" reverently acknowledge its blessings, and patiently wait for further manifestations of the same. Less heathens than we once were, we are not saints yet. When we are farther on to sainthood, we shall have better schools no doubt: most assuredly will one class not monopolize all the best ones. And when the first principles of Christianity prevail, and the girls have a chance at the best schools, there will not be an opinion, a sentiment, a prejudice to follow them there, and hold them back from the best things taught in these schools.

Are Latin and Greek the best things of a college course? If the judgment of the scholastic world in this matter is worth anything, we must believe that they are among the best things. The late discussion upon the comparative value of the classics and the sciences, and also upon the positive value or worthlessness of the classics, engaged our ablest teachers and most thoughtful men. What has been the result? The expulsion of Latin and Greek from the schools? On the contrary they are retained, and not only retained, but they hold the place of honor in our colleges. Special preëminence is given to them now as formerly, and scholars, even the professed advocates of science, tell us that after a careful examination of their faith and practice they are "all (or nearly all) agreed that Latin and Greek should remain as the solid basis of a liberal education."

Is the opinion of men who have given special attention to education, as a study, of no importance to one who is seeking to become educated?

It is not the object of this paper to notice the general benefits of a knowledge of Latin, or to examine the reasons

why "the study of the classical languages is universally preferred to any other as a means of discipline." I wish to call attention to the fact, and to ask the girls if it has no significance to them. I wish to suggest to the girls who hope to become educated, that it might be well for them to look up the reasons why the study of Latin and Greek is so generally made the "basis of a liberal education," and then to consider whether they can afford to do without it.

Some of them are learning music. They know that it is the opinion of professed masters of the "divine art," that a long practice of "exercises," a tiresome drill on scales and chords, which appears to have as little connection with music as to the uninstructed Latin seems to have with education, should lay the foundation of musical skill. They know, too, that there are instructors who begin with "tunes," simple "pieces," songs, leaving out the "exercise" work, and fitting (?) a pupil to play for company in six months! But the girls of talent, of wealth, those with intelligent parents, who wish to learn music, heed the professional opinion in spite of the expense of time, personal ease and money, and submit to the long and painful drill, for they know that this is the only way to get perfect command of the piano; and that at the end of their apprenticeship, instead of knowing just a dozen pieces of music, they will have learned "the method of all." And the critics and the lovers of music tell us that those who have had the benefit of this drill of years, play the special pieces of the superficial performer with more depth and richness than he, and with a masterly touch that distinguishes them at once from those who have learned "practically,"—that is, just the pieces they wanted to play in after life.

Well, the savans and critics and connoisseurs,—those who ought to know,—tell us some such things about those who have respected the professional opinion in educational matters, and submitted to the orthodox training of the schools.

There are, it seems to me, one or two reasons why the study of ancient languages is peculiarly fitting for girls. "The study of the classics," they tell us, "more than any other, gives general culture." It is the "most efficient instrument of discipline," for it "exercises and strengthens

the memory," "cultivates the judgment," "educates the analytical faculty," "develops the reason," "cultivates the imagination," "gives precision to and cultivates the faculty of language." It is a good part of the "exercise" drill that should lay the foundation of a liberal education.

Men with trades and professions, definite business in view, call loudly for specific training. They can not afford to wait; they have little time, and prefer, either wisely or unwisely, to learn the duties of their especial work, rather than to acquire ability to do work of any kind. Women without trades, professions, businesses, who nevertheless do not expect to be idle, cannot know at the outset what are to be the occupations of their life, and could not, if they would, prepare especially for them. Marriage makes a radical change in the circumstances of a woman's life. Nine women out of ten marry, but who shall tell one in her teens whether she is to be the one out of the ten or one of the nine?

The work of each one who marries depends again to a great extent upon her choice of a husband; and as this choice depends upon nothing in particular, is governed by no known law, but is like the wind which bloweth where it listeth, and we hear the sound thereof, but cannot tell whence it cometh or whither it goeth, we cannot predict in a single instance whether the girl in school is to spend her life in elegant leisure, in the training of future generations, in the cares of a family, "taking in" sewing, giving music lessons, editing newspapers, writing stories, keeping books, binding shoes, attending to the duties of society, selling books and stationery, keeping school, doing fancy work or millinery, or in various other ways, or in half-a-dozen of these combined. The average American woman in the "cares of a family" unites a variety of distinct occupations, and needs powers well disciplined to carry them all on together. Her actual work often reaches beyond the domestic circle; she needs always to have her wits about her, and to be prepared to meet any emergency.

If a woman's education is to be at all "practical," it must give her the broadest culture possible: accuracy, judgment, clear-sightedness, the power to think instantaneously, and

to act at all times advantageously. If a proper drill in the classics will conduce to this end; if it will do anything toward it; if it will do for her one-half that educators claim it to be its especial province to do, by all means she should have it.

Again, boys often tell us that they have not time to spend with "dead languages." They admit the advantage of such studies, but pass them by in order to shorten school days; rich and poor equally intent upon "getting on," believing that the sooner they are at work in a field, a shop, a dingy office, money-making, the better they are fulfilling the end and object of their being.

Among the girls whom no such sentiment urges into business, there is a large class comparatively at leisure. Why should not these explore the classic fields of literature, and taste all the sweets of "liberal" and expensive culture?

School days are finished so soon, and while the mind is still immature there comes a period of waiting. Society, which may mean so much, has little significance now, and we find girls at this restless, eager, educating age, growing *ennuyées*, and resorting to expedients to pass away the time, expedients which, their dress and amusements often bear vulgar witness, are not always suggested by a refined mind or a cultivated taste.

If these girls who have time were kept a little longer at their books; if they made a little more thorough work of studies which are considered "purely disciplinary," besides gaining "an understanding exercised in the principles of sound thinking," a few might break through the trying hedge of declensions and conjugations, roots and endings, and find themselves in another world stately and fair; a world of real people, with lives worth studying, and characters as full of romance and sentiment and philosophy as the heroes of their dreams. Once possessed of the key, they might explore these real regions of the long ago with something of the same mysterious delight with which they went into the enchanted domains of Blue Beard, and the Fairies, in childhood; and then—women are intensely practical, it is said—they would be sure to bring back trophies;—

besides lessons of wisdom, specimens of fine art, literary "antiques" for the benefit of their friends.

Half a dozen ladies of leisure, in even a large community, with a genuine enthusiasm for literature; a scope broad enough to take in the best things of ancient as well as modern lore; and all those included in the list St. Paul recommends us to "think on," might do more to elevate the tone of society, and teach a just estimate of the value of things set before us, than several series of sermons on "fashionable follies," or a whole library of books and essays on the "importance of education," and the "sphere of woman."

It is for the interest of every individual that there be such an upper class in his neighborhood,—a cultivated, refined and intelligent society, which shall keep the air pure, and hold up a real standard of excellence in his sight that may influence him to move in the right direction, when he begins to think of moving at all.

And women who have time to think, ought to originate and foster such a society in every place where it is not. Ladies of leisure, who shall add to native good sense and what is called "feminine tact," the power that comes of education will be able to do this.

We look to the colleges to make literary culture popular, as well as possible, for women. We do not ask them to lower their standard in any degree for our accommodation. Down deep in our hearts we shall feel indignant if they offer us a separate course which does not include all the things they deem essential to the proper training of the intellect.

Neither do we want a medley of subjects held up for the girls from which to choose a course "suitable to themselves;" for girls are but girls, and the world favors superficiality in them. And so, in the present state of popular sentiment, we are not sorry that Harvard, with her elective course, did not see fit to open her doors to young women.

We are glad, too—we have not ceased to remember gratefully—that the University of Vermont, a New England college, noted for its high-toned culture, and for its intelli-

gent conservatism in educational matters, has asked the girls to come in and share its best gifts.

Already the good results are becoming manifest. Besides the names already on its lists, I hear of girls here and there in neighboring States who are beginning Latin and Greek at the preparatory schools, and looking hopefully towards Burlington.

For the sake of going to college, for the sake of the name of being educated, and for the honors implied in an honest "M. A.," many a boy has been helped to a real education. Girls, for whom such honors were not available, have been set to learn "practical" things, *e. g.*, book-keeping, French verbs, piano playing, the art of dressing and "appearing."

It is yet to be seen whether the schools can give us no higher type of womanhood than we have hitherto received from them. Our women of culture have become so by their genius, by the education of circumstances, by the efforts of individuals, rather than by the steady, earnest training of professional teachers.

Our wealthy men spend thousands upon their daughters' education; to what purpose? To make the upstart proprietors of "Ladies' Seminaries" rich, and the daughters—anything but wise.

I beg the pardon of every honest and capable teacher of young women; I would their name were "Legion"—I fear it is anything but that. The teaching in the best ladies' schools, with a few exceptions, will not compare favorably with the teaching in our ordinary high-schools. Certainly the price is no indication of the quality. This is the testimony of intelligent persons who have interested themselves to know.

Have our colleges no responsibility in this matter? They make public sentiment to a great extent in respect to education. Does any one think they do not? When he sees all the little rills forming into rivers and emptying into the sea, does he fancy that the springs and summer showers fill up the ocean?

If the water should be removed from its vast bed, carried altogether out of the planet, I think he would find that the springs and summer showers, nay, even the rivers would

fail; and be convinced that it needs all that vast reservoir of waters to keep the thirsty earth supplied.

So our little institutions of learning,—primary, select, and high-schools,—that feed the college, depend upon it again for support and strength, even for existence. I wish these great sources might nowhere fail us. I wish they would imitate more nearly the Creator of the sea, who sends his rain impartially upon the just and upon the unjust.

MRS. F. K. KYLE.

"HAD RATHER."

THERE is perhaps no better established form of speech in the language than this. It is certainly one of the oldest and best authorized. It occurs in the earliest writings of the language, and may be traced thence through the successive stages of English literature to the present day.

It has become popular of late years to condemn this form of speech, and suggest another instead. The following, from a comparatively recent and extensively used school grammar, will serve as a sample of the criticisms offered concerning it. "'I had as lief cross the ocean as not.' *Had cross* is evidently a corruption; for the auxiliary *had* should be combined with the participle *crossed*, and not the root of the verb *cross*. The meaning, as well as the correct form of this expression, is 'I *would* as lief cross,' etc. Parse, therefore, as follows: *Had cross* is a corruption for *would cross*, potential mood, imperfect tense, etc. *I had* may have come thus to be confounded with *I would* in consequence of the frequent abbreviation of both expressions into *I'd*." This is plausible, and may satisfy those who know no better. But it is ridiculously erroneous and unworthy of any writer on grammar.

The latest instance of this kind of criticism that we have seen has just appeared in the January number of the *Galaxy*. Richard Grant White, in an article entitled "Language according to Sample," says: "Nothing, among the few enduring certainties of language, is more certain than that *had*

expresses perfected and past possession. How, then, consistently with reason, and with its constant and universally accepted meaning in every other connection, can it be used to express future action? A perception of this incongruity and a consequent uneasiness as to the use of these phrases is [*sic*] becoming common, and it is safe to say that they will, ere long, begin to be dropped in favor of a more logical and self-consistent phraseology. *Had rather* will probably yield to *would rather*, and *had better* to *might better*." We confess we are not surprised at finding an utterance like this coming from one who professes to regard the English language as a "grammarless tongue." At the same time, it indicates that he is not altogether convinced of its grammarlessness. He wants "a more logical and self-consistent" phrase than *had rather*. Why? Because of what seems to him to be an "incongruity," a want of grammatical propriety in its use. And yet we are surprised that one who, as a grammatical critic, ought to be thoroughly acquainted not only with the principles of the language, but with the true character of apparently anomalous though well established forms which he undertakes to criticise, should indulge in such crude and inconsiderate speculations.

The whole difficulty as to the propriety of saying "had rather," "had better," "had as lief," etc., arises from regarding *had* as an "auxiliary verb" in the common acceptance of that term. In a certain sense, no doubt, it is an auxiliary. *Dare*, in the sentence "I dare do it," and *is said*, in the sentence "Hanno is said to have reached the shores of Arabia," may be called auxiliary verbs. So *had*, when used in the forms under consideration, may be said to be an auxiliary; that is, it aids in complementing the phraseology which embodies the predicate of the sentence. But this is a wider sense than that attached to the grammatical term "an auxiliary verb," which *had* in this connection is generally regarded as being. Hence, because we may not with propriety say "had go," "had leave," "had be," "had cross," these would-be "logical" critics and teachers would have us avoid saying, with Sir Thomas More, "He had leuer go some other waye;" or with Addison, "Had we

not better leave this Utica?" or with Henry Clay, "I had rather be right than be president;" or with Junius, "I had as lief be a Scotchman;" or with ninety-nine out of a hundred English-speaking Americans, "I had as lief cross the ocean as not." The meaning, in these instances, may be as well expressed by *would* or *might* or by *had*; but this is no proof that *had* is an "auxiliary," and hence illogically and inconsistently used. In the sentence, "I found that I had to do it," who ever considers *had* as an "auxiliary?" And yet we can say instead, "I found that I *must* do it." In like manner, "You *ought* to go," is equivalent in meaning to "You *should* go;" and "He that was, and is, and *is* to come," equivalent to "He that was, and is, and *will* come." This is no proof, however, that *ought* and *is* before an infinitive, any more than *had* in the previous example, are auxiliary verbs commonly so called.

Having once supposed that *had* is an auxiliary, and that as such it cannot properly be used in connection with the root-form of another verb, the next step was to account for its introduction and misuse. Hence it was pronounced a "corruption." This, however, is a mere assumption, based upon the fact that *would* sometimes may be made to supply the place of *had* with seemingly better grammatical grace. And this assumption is countenanced by the fact that, in common parlance, both *had* and *would* are frequently pronounced as 'd. To one who has not inquired into the matter, this assumption, as we have already said, has every appearance of truth. But it is as erroneous as it is groundless. The fact that, in sentences like these, "You had better try to sleep," "We had better change our quarters," *would* cannot be substituted for *had*, ought to have awakened a doubt as to the correctness of this theory, and to have led to further investigation.

Such investigation might have shown that neither *would*, nor even *might*, is always equivalent to *had* in this connection. In very many cases, perhaps generally, it is. But take examples like the following: 1. "The most meddlesome of tattling old women knows when she may venture to repeat Mrs. Grundy's opinion, and when she had better not."—*Boyd's Leisure Hours*. Here *had better not* is equiva-

lent to *ought not* or *should not*. Neither *would* nor *might*, nor even *should*, will fill the place of *had* alone, and express the meaning. 2. "He had better not make any innovation in it."—*Prescott*. Again, neither *might* nor *would* could be substituted for *had*. *Would do* possibly might be; and yet *had* excels that in brevity and expressiveness. 3. "A lesson which requires so much time to learn, had need be early begun with."—*Government of the Tongue*. (*Need* here is an adverb, corresponding to *better* in the foregoing examples.) *Had need* is equivalent to *ought* or *should*. So in the following examples: "Thou hadst need [shouldst] send for more money."—*Twelfth Night*, ii., 3. And again:

"We had need [should] pray,
And heartily, for our deliverance,
Or this imperious man will work us all
From princes into pages."—*Henry VIII.* ii., 2.

Neither *would* nor *might* would answer here. Even *should* is not equivalent to *had*, but to *had need*. So in other instances. But these are sufficient to show that *had* does not always find an equivalent in *would* or *might*, and can hardly be expected to be supplanted by them.

In this connection it may be interesting to some to note the following exceptional example, differing from the preceding both in use of *had* and in the form of the verb that follows it, but still presenting an instance of the correct use of *had rather*:

"You shall wish the fiery Dane
Had rather been your guest again."—*Marmion*, II., xxxi.

Here *had*, of course, is equivalent to *might have*. But *had* the poet, under the idea that *had rather* should be *would rather*, written

"You shall wish the fiery Dane
Would rather been your guest again;"

what "a logical and self-consistent phraseology" we should have had in "*would rather been!*" But we are thankful that Sir Walter's instincts were more trustworthy than some people's generalizations are.

Had, says Mr. White, always "expresses perfected and past possession." Let us see. "I have *had* this cold for

more than a week." Here present possession is evidently implied. But it would be the sheerest nonsense to say that that possession is the present possession of a "perfected and past possession." The cold is the thing spoken of as possessed, and *have had* predicates its present as well as past existence, a possession begun in the past, but still continuing, unperfected. Without the *have*, it is true, the present continuance of that possession would not be expressed. But this is not the point. What we need to see is that, if that possession were a "perfected, past" possession, it could not be brought up into present time by the coupling with *had* or *have* or any other word. The fact that such a combination as *have had* can be made, and used to denote a possession still continuing, proves all that we claim; namely, that *had* does not of necessity, "constantly and universally" denote "perfected, past possession," a possession not consistent with or admissible in present time.

Again: take the words, "O that those lips had language!" Cowper of course means, Would that they *now had* language, and could speak to me! *Had* does not express a perfected or even a past possession, for the lips referred to never had spoken. It merely assumes a *present non-possession*, and helps to express the wish that the power of speech were possessed. How, then, consistently with facts, can Mr. White say that "nothing is more certain than that *had* expresses perfected and past possession," and that this is "its constant and universally accepted meaning in every other connection" than in the phrases *had rather*, *had as lief*, etc.? Mr. White may yet find the language to be less "grammarless" than he has imagined. If there is a "grammarless" language, it is not the English, however much some may suppose it to be.

Mr. White, moreover, thinks that *had* can not consistently be used to express future action." We suppose he means to say "to express futurity," for *had* does not ordinarily express "action." Commonly, futurity is not expressed in English by a single word. What is called the "future tense" of verbs is simply a combination of two present-tense forms. Thus, "shall go" as truly consists of two presents as "am to go." A verb in the present that conveys the idea

of temporal proclivity or of reaching forward in time, when combined with another verb in the present, necessarily expresses more or less the idea of futurity; as, "I may go;" "You need not go;" "I hope to be present;" "You ought to give your consent;" "He is to come." Even the past forms of some verbs, such as *could*, *might*, *should*, *would*, may be used with certain presents to denote futurity: as, "I would go were I you;" "He could come if he wished;" "One might, after repeated trials, succeed." Where, then, the inconsistency or departure from English usage in employing *had*, if one wishes, to aid him in expressing futurity? Where the objection to saying, "I had rather be right than be president?"

It is replied, "*Had be* is not a logical form; it is not legitimate; it is not English; it cannot be parsed!" Of course not! But *had be* is not the form before us; it is "*had rather be*," "*had better be*," "*had as lief be*," etc.; and this is legitimate, idiomatic English, as logically correct as any other expression in the language. To see this, we need to consider the following points:

(a.) *Have* is frequently used to denote, sometimes a wish or willingness, as "Deal with others as you would *have* others deal with you;" and sometimes compulsion or obligation, as "I *had* to inquire my way." When joined with *rather*; *sooner*, *as lief*, *as soon*, *had* generally expresses a wish, a preference or choice. Joined with *as well*, *better*, *best*, *need*, it usually denotes an obligation.

(b.) *Had* in these phrases, instead of being "an auxiliary," as generally supposed, plays, in connection with the accompanying adverb, the part of what is commonly, though perhaps improperly, called a "principal" verb. Thus, "I *had rather* be a door-keeper" is equivalent to "I *should prefer* to be a door-keeper." Formerly the *to* of the subjoined infinitive was sometimes expressed after the qualifying adverb: as, "I had rather *to* adopt a child," etc.—*Othello*, i., 3. "A thousand books had they lever *to* be put forth," etc.—*Tyn-dale*. "I had rather be a door-keeper * * * than to dwell in the tents of wickedness."—Psa. lvi., 10. That *had rather*, *had as lief*, etc., virtually constitute a "principal verb" will be still more apparent from the following ex-

amples: "I had as lief the town-crier spoke my lines."—*Hamlet*, iii., 2. "I had as lief they would put ratsbane in my mouth, as offer to stop it with security."—2d *King Henry IV.* i., 2. In these cases *had* becomes a transitive verb, having the clause following the word *lief* as its object. Our sticklers for *would* instead of *had* will here find their theory fail them. Suppose we substitute *would* for *had*, and read "I *would* as lief the town-crier spoke my lines," and "I *would* as lief they *would* put ratsbane in my mouth." Does this help the case in any manner? To argue as they do, we ask how much better is "would spoke" than "had spoke," or "would would put" than "had would put?" The truth is, that neither of these combinations is found here. The only mode of dealing with *had* is to take it as a "principal" verb, just as we should the word *would* if Shakespeare had written "I *would* as lief the town-crier spoke my lines."

Now for the grammatical character of our *had*. Like *would* in the same connection, it is not in the "potential mood, imperfect tense," as some teach; but it is the *present-tense* formed of what, for want of a better name, is called the "subjunctive mood." English verbs, properly speaking, have but two tenses in this mood, a present and a past, generally involving an assumed negation, or a supposition implied if not expressed. The *form* of the present subjunctive, except in the case of the verb *to be*, corresponds with that of the "imperfect" indicative; namely, *had*, *did*, *went*, *wished*, etc. As an example of *had* in the present subjunctive involving an assumed negation of possession, take the following: "I only wish I *had* his opportunities." In the phrases *had rather*, *had as lief*, etc., it presents examples of supposition either implied or expressed. "[If I were to choose between the two,] I had rather be right than be president." "If you mouth it, as many of your players do, I had as lief the town-crier spoke my lines." "[If such is the case,] had we not better leave this Utica?" And so in every instance. This is the simple solution of the apparent difficulty—nothing more, nothing less.

Hence, consistently with grammatical principles as well as with long established, unquestioned English usage, and that too of the best and most careful writers in the language, we

hesitate not to write "had rather," "had better," etc., whenever it suits our purpose. We have not that perception of the incongruity of this form of speech, or that uneasiness as to its grammatical soundness which some other writers have. And what is more, we do not care to have. We had rather continue in the old paths than go with them after the following fashion: "It appears with variations, slight indeed, but yet which *would better* have been avoided."—*Trench on Bible Revision*. A sentence that fairly bristles with errors! The dean wished to convey the idea that it would have been better to have avoided the variations referred to; and so, in his nervousness about *had better*, he stumbled on *would* instead of *might*, the true alternative of *had* here. He doubtless reasoned that "*had* is a 'corruption' of *would*; therefore the uncorrupted form is the true one to use." We add two other examples, all we now have room for: "If there are any more committees to be sent up to dragoon the Legislature into passing the bill, they *may better* be quick about it."—*N. Y. Tribune*, Feb. 7, 1866. "Gov. Parsons said, he would like a million of dollars; and the eloquent apostle said, he thought Massachusetts *could better* lend it."—*W. Phillips, as reported in N. Y. Times*, Feb. 21, 1866. These are some of the fruits of such teaching as we find in the *Galaxy* for January. And the higher the source from which such teaching emanates, the wider and more deleterious its baleful influence.

The method which some have of trying to get over a seeming grammatical difficulty like this, is exceedingly, not to say provokingly, unsatisfactory. The expression may be authorized by the best and most correct of English scholars from time immemorial; but, if it can not be "analyzed," can not be "parsed," it is pronounced "a corruption," "illogical," "inconsistent," "unreasonable." The cry of "mad dog!" is raised, and at once countless nincompoops are pelting stones. Now, all this is wrong. The English language has modes of expression, and a grammar too, of its own. But because grammarians have failed fully to write that grammar and to explain all seemingly abnormal modes of expression, these should not therefore be condemned. Some of our sturdiest and best Saxon phrases would thus be

either emasculated or rejected altogether, and the tongue be made to suffer. The fault is rather with the grammarians, than with the language.

December 26, 1872.

S. W. W.

GEOGRAPHICAL NOTES.

UNITED STATES.—According to the *Sunday Chronicle*, of San Francisco, there has been a steady immigration from Australia and New Zealand to the Pacific Coast, for the past quarter of a century. It estimates that there are eighty thousand persons in San Francisco, and not less than one hundred thousand on the Coast, "whose first experiences of pioneer life were had on the gold fields of Victoria, amongst the squatters of New South Wales, or the whale-ships of New Zealand, or the bloody ground of Taranaki, or in the forests of Waikato." Towards the end of 1869 "there were not ships enough bound for San Francisco in the harbors of Sydney and Newcastle, to bring away all who were anxious to flock to California," but the depressed condition of the State in 1870 checked the rush, which has only partially resumed its former proportions. Nevertheless, "every steamer to San Francisco comes full, and more would follow if there was the necessary accommodation." The same paper says that at the November election there were but 17,643 natives of the United States on the San Francisco register, out of 40,025 legal voters. The effective Irish vote numbers 9,822; the German, 6,723. The remaining foreign-born voters represent nearly every country on the face of the earth.

—The following extract is from an excellent article on 'Teaching Geography in Country Schools,' which we find in the December number of the *National Normal* (Cincinnati). The course prescribed may be most successfully begun in the nursery, and what phrenologists call the organ of locality be developed long before a child knows the meaning of the word geography:

"With a primary class, we would begin by drawing a diagram of the school-house yard, or, if it has no yard, of the interior of the

house itself, having the pupils locate the various objects. For example, this line represents the fence in front, and these others the fence surrounding, this mark the gate, and here the school-house and there the wood-house, and here a tree and there a rock; or, at this point is the stove, and there the cupboard and the teacher's desk, etc. From this we would advance to the drawing of the fields surrounding, locating everything of interest with a mark or dot. We would show them how a number of fields would compose a farm, and a number of farms a school district, and these again a township, and so on to county and State. In all cases we would have the *children* make the marks after the teacher had drawn the boundary lines. Thus they will get the true idea of a *map*. For the first lesson, they might be required to draw on their slates maps of the yard or an adjoining field, and the recitation be a discussion of the work of the pupils and a drill on the idea of *direction*, teaching how it is represented on maps. The fact of the earth's rotundity may next be introduced, and explained and illustrated by means of a globe or its substitute. All this before opening a book."

EUROPE.—Including Vienna, Germany now reckons eight geographical societies. That of Vienna has a membership of about 500; Munich, 400; Berlin, 380; Dresden, 270; Leipzig, 250; Frankfort-on-the-Main, 150; Kiel, 100; Darmstadt, 80.

ASIA.—It is stated that since 1785 the Brahmaputra River, of Bengal, has shifted its main channel nearly two hundred miles to the westward, ruining many ancient cities and giving birth to new centres of trade and population. These changes, it is believed, produce the malarial fevers common to the low-lying districts of India. In spite of these, of famine, and of the cholera, the latest census of Bengal (1871-72) reveals a population far in excess of the prevailing computation (about 40,000,000), being not less than 66,000,000. Exemption from wars has apparently been sufficient to overcome all influences adverse to the native increase, for which, it is true, other conditions also are extremely favorable.

NORTH POLE.—Referring to our last article on this subject, in our September Notes, we may say that the report about Capt. Hall which we characterized as of doubtful authenticity, has been proved a pure invention. The latest intelligence received from him by the Navy Department

bears date of Aug. 20, 1871, at Upper Upernivik, and Aug. 22-25, at Tessiusak, the northernmost settlement in Greenland, lat. $73^{\circ} 24'$, where the expedition bade farewell to civilization. Singularly enough, M. Pavy has also been made the subject of false tidings, representing him to have reached Wrangell's Land and to have found all his theories of arctic currents and continents confirmed. A comparison of dates at once betrays the forgery. M. Pavy, it is said, was landed on the shores of Koliutchin Bay (northern Siberia) on the 18th of June, and by the 23d of August, the date of sending off the despatches, had crossed Wrangell's Land and penetrated a great river valley for 230 miles. Now, the expedition did not leave San Francisco before the middle of June, and was to call at Petropavlovski in order to complete its preparations, and M. Pavy stated, in his reception before the California Academy of Sciences, that he did not expect to reach Wrangell's Land till Sept. 1, nor to cross it before May, 1873. At this reception, which occurred June 5, Prof. Davidson, of the U. S. Coast Survey, disagreed with M. Pavy as to the value of the Japanese "gulf stream," the Kuro-Siwo, for clearing a way to the Pole through the Arctic Ocean; Behring's Straits being but 25 miles wide, with an average depth of only 25 fathoms, and the rate of the current flowing through it being from a half to three knots an hour. Moreover, he believed Wrangell's Land to be no true continent, but an archipelago. So it is still doubtful whether M. Pavy will encounter Capt. Hall in Smith's Sound and Baffin's Bay, or fall in with the Austrian Expedition of Payer and Weyprecht, which left Tromsø, in Norway, in July, and in the latter part of August reached safely the Gulf of Petchora, in Northern Russia. It encountered the first ice-barrier July 25, but found it easily penetrable by the steamship *Tegethoff*. As for Prof. Nordenskjöld, of the Swedish expedition, he sailed from Tromsø July 21, thoroughly equipped with a portable house, three sledge-boats for ice-traveling, reindeer, etc., etc., but in vessels ill fitted to contend with the ice. Sept. 1 he was seen to pass the northernmost point of Spitzbergen. Subsequently fears began to be entertained for his safety, and vessels were sent to his relief, but happily they were not

needed. An amateur English explorer, Mr. Leigh Smith, has made a second voyage to Spitzbergen in his yacht the *Sampson* (150 tons). In 1871 he reached the high latitude of $81^{\circ} 15'$, but in 1872 only attained $80^{\circ} 30'$. Another Englishman, Mr. Edward Whymper, well known for his charming work on Alpine adventure, spent July and August in Greenland, and made some important collections, besides measuring a base line and determining the height of several mountains. He found a great valley leading into the interior of Disco, and went up it—a hard day's march. Of the climate in this region, he says (*Nature*, Nov. 7, 1872):

“In the middle of May, floe ice disappeared in Umenak Fjord, which was fully six weeks earlier than usual; and in April, in Godhavn men went about in summer attire. When I arrived (on July 6) the land was covered with flowers, the butterflies were beginning to appear, and almost all snow had vanished from the sea-level up to 2,000 ft. Since then, [i. e. till Sept. 10] with the exception of a bad week in the Waigat, I have enjoyed the most exquisite weather that it is possible to imagine. In this arctic region it has only frozen on two nights, and during the daytime the thermometer has ranged from 50° to 70° . Until recently we have also had a high barometer; and, upon the whole, very little wind.”

The Royal Geographical Society has recommended a thorough exploration of the unknown shores forming the northern side of Greenland from Smith Sound. Capt. Nils Johnsen has visited the land known on older maps as Wiche Land, lying between Spitzbergen and Nova Zembla, $79^{\circ} 8' N.$, $30^{\circ} 15' E.$, and found that from its heights an open sea was visible to the E. and N. E. as far as the eye could reach. This was on Aug. 17. The island is 44 miles in length, abounds in reindeer of large size, has no snow field of any extent, and only one glacier, and its coast for 100 ft. inland is piled to the height of 20 ft. with drift-wood, probably washed out of the mouths of the Siberian rivers. The principal Arctic discovery of the past season is thus described by the *Athenæum* (Nov. 9):

“Tobiesen, Mack, Johannesen, Isaken, Dörma, Carlsen, and other Norse walrus-hunting captains, have year after year sailed to the eastward of Novai Semlai, into the Siberian ice sea, and found the sea free from ice even on the 15th of October, with unmistakable traces of the Gulf Stream in the shape of a higher temperature of the

sea, and West India fruits tossed ashore on the islands. Thousands of white whales played in the open sea to the eastward, and, so far as any appearance of ice went, there seemed little to prevent a vessel sailing through to Behring's Straits in one summer! Whatever may be said of the open sea to the northward (and this will be tested by the Swedish Expedition in the course of next spring), no reasonable doubt can now exist that what Dr. Petermann sagaciously maintained, after an exhaustive study of the logs of the Norse walrus-hunters and others, is absolutely proved, notwithstanding the violent opposition he had to encounter from less well-informed opponents, viz., *that nearly every year the sea to the east of Spitzbergen and Novai Semlai is free from ice.* Perhaps no more significant fact has been added to our knowledge of Arctic Geography of late years, and all honor is due to the men whose courage and untiring industry established it. A very careful survey has been made of the north-eastern portion of the Novai Semlai, and many new names added to our charts."

Bibliography.—CREAGH, JAMES. A Scamper to Sebastopol and Jerusalem in 1867. London, 1872. [See review in *Athenæum*, Dec. 7.]—HERBERT, Lady. A Search after Sunshine; or Algeria in 1871. London, 1872. [*Athenæum*, Dec. 7.]—STANLEY, HENRY M. How I Found Livingstone: Travels, Adventures, and Discoveries in Central Africa, including Four Months' Residence with Dr. Livingstone. New York: Scribner, Armstrong & Co. 1872.

Periodical Literature.—*Nature* for Nov. 14 and 28, 1872, contains a series of articles (unfinished) giving the substance of Dr. Neumayer's recent pamphlet on the history of South Polar Exploration. [See November Notes.]

—"Mr. J. K. J. De Jonge has published in Dutch an interesting account of the Barentz relics which Capt. Carlsen brought from Novai Semlai in 1871. They recall a strange old tale of the past. When Barentz and his companions wintered in Novai Semlai in 1597 they erected a wooden house to live in, a picture of which is given in Gerret de Veer's quaint narrative of the voyage. Since that date the house has never been visited; indeed, it was never supposed that it could be in existence until Capt. Carlsen landed last year and found it in much the same state as Barentz left it, when he undertook his wondrous boat voyage to the south. The cold Arctic air had prevented the timbers crumbling into dust, and preserved within it several most interesting relics, which eventually found their way into the hands of the Dutch Government. Among others is the old clock, which figures on the picture of the interior of the house as given by De Veer, and a copper dial, through the middle of which a meridian

is drawn: this is believed to be an instrument for determining the variation of the compass, such as that invented by Plancius, the famous cosmographer, whose pupil Barentz was; if so, it is perhaps the only specimen of the instrument in existence. Three books—a translation of Medina on Seamanship (1586), a Chronicle of Holland, and a Dutch translation of Mendoza's History of China, which doubtless the famous seeker after a north-west passage to 'Cathay,' supposed might be of use to him when he arrived in that country—and an old flute, which beguiled their solitude, and after a lapse of nearly three hundred years can still give forth a few faint notes, are also among the relics. William Barentz played on this flute when he and his mariners kept Twelfth Night and 'made pancakes with oyle, and every man a white bisket, which we sopt in wine; and so, supposing that we were in our owne countrey, amongst our friends, it comforted us as well as if we had made a great banquet in our owne house; and wee also made tickets, and our gunner was King of Nova Zembla, which is at least 200 miles long, and lyeth between two seas.' In the house lay still the ashes of the fire at which they had sat—their toes burning, and the hoar frost lying on their backs, white 'as are the countrymen coming into the townes in Hollande, after they have travelled all nighte' in winter. In this 'wilde, desart, irkesome, fearfull and cold countrey,' the little ship's boy could bear up no longer, and died—a few months before his master. They dug a grave for him, seven feet deep in the snow, and 'after we had read certain chapters and sung some psalmes, we all went out and buried' him. The small shoes of the poor boy are among this strange collection!"

Cartography.—We have only room this month to enumerate the maps which accompany the Ninth Census. They are intended to show to the eye by means of dark and light shading, and by certain colors, statistics not otherwise so easily comprehended. Thus, it appears at a glance that north of a line drawn west from the southern boundary of Massachusetts, the colored population of the U. S. is insignificant (less than two to the square mile), except in Boston and Chicago; while it is densest (over 20 to the square mile) in a nearly continuous belt from Baltimore to New Orleans, following the line of the coast, but generally at some distance from it. The chart showing density of population is nearly the reverse of the foregoing, the heavy shading being in the Northern, the light in the Southern half; and still more nearly opposite is that showing the foreign population, indicated in the South only by little purple dabs and patches, about the large cities. • The latter chart is

again analyzed into one for the German population (colored brown), another for the Irish (colored green), and still others for the English and Welsh, British American, Swedish and Norwegian, and Chinese respectively (colored red, on one sheet). The most striking correspondence is observable between the chart showing the area of slavery and that of illiteracy, and the greatest contrast between these and the wealth chart (colored yellow). Finally, a large chart shows clearly in red shading the area of the U. S., and the acquisition and transfer of territory from 1780 to 1870. We need hardly add that these maps should find a place in every school-room.

Photography.—We continue our selections from the stock of Messrs. E. & H. T. Anthony, No. 591 Broadway: (1) views in the United States; (2) views in what some people are over-anxious to make a part of the United States, viz., Cuba.

No stereoscopic views with which we are familiar compare with those of California scenery now before us. (As mounted, they are a little longer, and considerably broader, than the ordinary card, and in both respects better fitted for the hand stereoscope than for the box.) Thirteen of them picture the Yosemite Valley (a); two the Big Trees (b); and two the Central Pacific Railroad (c).

(a) Prof. J. D. Whitney's monograph on the Yosemite Valley is the most accurate and scientific account of this wonderful "sink" that has yet appeared or is likely to appear. As it may not be accessible to our readers, we can refer them to Bowles's "Across the Continent" for extracts on the same subject from Prof. Whitney's Geological Reports (p. 429); and, for a popular account of the valley, to p. 223 of the same work, or to p. 95 of Brace's "New West" (New York: Putnam); while Appleton's "Hand-book of Western Travel" (pp. 290 and 297) gives maps of the various approaches to the valley, and of the valley itself, with all the prominences marked. Armed with these, or with Hutchings's Guide-Book, and with Messrs. Anthony's views, one may form as just an idea of the scene (save as to color alone) as if he had been there. No. 131 is a general

view of the valley, and the favorite one, from Inspiration Point, Mariposa trail (looking N. E.). On the left is the precipitous front of El Capitan, 3,300 ft. high; opposite, the Bridal Veil Fall, 940 ft.; and the Cathedral Rocks, 2,600 ft.; and still further east appear the Sentinel Rock and Dome, the Half Dome, and, in the extreme distance, the snow-clad Sierra. The northern side of the valley is hidden behind El Capitan. The view gives one a very good idea of the narrowness of the valley. No. 139 is a still finer view of El Capitan (from the east), with its reflection in the Merced River; No. 49 shows the reflection alone, on a larger scale. No. 164, the Half or South Dome, 6,000 ft., as seen from the meadows, and No. 7,360, the same as seen from Lamon's Farm, differ only in their instantaneous cloud effects, which are very striking. No. 159, another view of the south side, shows Sugar Loaf, Mt. Storm King, and Glacier Rock, and is also noticeable for its clouds. No. 135, 135 A is a vista down the valley, with Cathedral Rocks in the distance, capped by the clouds. On the north side: No. 99, Watkins' and Clouds' Rest Mts. beautifully reflected in Mirror Lake; No. 180, Mt. Hoffman, 10,872 ft., overlooking a cañon of fearful depth; No. 146, Yosemite Falls, 2,634 ft., an instantaneous view, from below, supplemented by No. 151, the same from Point Louise, embracing the mountainous sources of the stream, and a portion of the valley below; No. 51, the Three Brothers, 4,000 ft.—singular leap-frog forms. No. 132 gives a view of the valley from Pinnacle Rock.

(b) No. 4, the Father of the Forest, a prostrate sequoia, 450 ft. long, which in its decay resembles a railroad embankment; the view is along the trunk. No. 11, section of the original Big Trees. On the steps leading up to the top three men are standing one above the other, and we may guess the diameter to be not less than eighteen feet.

(c) No. 7,119, snow sheds and Summit Station; No. 7,116, interior of these sheds—views which make the building of the Pacific Railroad seem more stupendous than ever. The sheds have a double pitched roof, with frequent ventilators that look like chimneys.

For the Cuban views we may first open Stieler's new map No. 87, and as accompanying text take (say) "Maga Excur-

sion Papers" (New York: Putnam), which tells on p. 209 how they live in Havana; and "My Winter in Cuba" (New York: E. P. Dutton & Co.), which also deals with Havana, but also gives glimpses of plantation life. That kind of life, which now seems very remote from America though in reality close at our doors, is depicted in the following: No. 75, the exterior of a sugar mill, with piles of cane; No. 172, loading cane before the same; No. 119, drying the bagasse (refuse cane after it has passed through the rollers, used for fuel); No. 72, the fire-hole; No. 120, rollers, vats, and troughs; No. 67, the sugar ready for market, loaded in hogsheads on the bullock-carts. In nearly all these the slaves appear, rudely and scantily dressed. In No. 133, making sugar, we have two Chinamen, stripped to the waist. Nos. 68, 77, 168, groups of field and house slaves, very interesting to compare with similar scenes in the South. No. 31 is a broad view of the famous Moro Castle, at the entrance to Havana harbor. No. 60 gives the front elevation of the Cathedral in which Columbus's remains repose; No. 59, the same in perspective, together with the fish-market, supplied from the coral-reefs, on which account, it is said, the fish though firm are insipid and tasteless. No. 89, the Calle de Obispo, looking toward the Plaza; in the middle of the street and at the sides one sees the peculiar Cuban *volante*, a chaise-body set not on, but forward of, the great wheels, and with the driver on horseback. No. 37, the Calle de Oreilly, a great business street, but disproportionately narrow; the buildings one-story high and tile-roofed. No. 2, the Plaza de Armas; No. 41, the avenue of royal palms on the Paseo; No. 15, Cocoonut trees in the Bishop's garden—three fine studies of tropical vegetation. No. 125 is a street view in Matanzas; No. 111, the bank of the St. John's River, Matanzas; and No. 124, the world-famous and paradisiacal valley of the Yumuri, near Matanzas—a fairly successful and suggestive panoramic view.

Obituary.—Among travelers of note deceased during the past year was Charles Ferdinand Appun, a German, who had long been an explorer of British Guiana, and who had done more than any one else to make that rich and beauti-

ful country known. The manner of his death was remarkable. At the beginning of the year he had set out for his favorite field, and was fairly engaged in the interior when, towards the end of June, having discovered that his Indian comrades were preparing a terrible martyrdom for him, he took poison, lingered two days in great suffering, and so expired.

*EDUCATIONAL TOUR TO EUROPE AND THE
WORLD'S FAIR.*

MANY of our readers have no doubt received an intimation of a pleasure excursion under the title with which we commence this article, designed to occupy the summer vacation.

The suggestion of such a tour is so novel, and is so appropriate for the class of ladies and gentlemen for whom it is designed, that we have been led to make some inquiries in regard to it and its projectors.

Some thirty-two years ago Mr. Thomas Cook, senior member of the firm which is to conduct the proposed excursion, was a leader in the temperance cause, and at a meeting held at Leicester, England, proposed that a special train should be run on the Midland Railway, to carry a large body of "teetotalers" to a meeting at Loughborough. Mr. Cook was then a cabinet maker, and of course without influence with railway authorities; but by skillful management, he arranged the party and carried it over the proposed route with great success. This was the first tour. After that there were numerous calls from all sorts of societies, who wished a day in the country. Mr. Cook soon found it advisable to give up cabinet making and take people on excursions. The range of these excursions gradually extended from England to the Continent, and has grown until the limit seems to be reached, for now this firm take travelers around the globe. We mention these facts, that our readers may know that the projectors of the trip to Vienna have had experience in their business, and are reliable men.

It is not pretended that the firm are doing missionary work. They of course expect to make money from their patrons; but they have perfected such a system that they can make better terms with steamers, railways, and proprietors of hotels, than single travelers can. Tickets are issued which take the voyager over any route he may select. All directions are printed in English on one side and on the other in the language of the country through which the route passes. They issue hotel coupons, which are good for specified hotels, and are accepted by the proprietors instead of money. So the traveler has no trouble with tickets, hotel bills or with fees. We mention these advantages, hoping that it may induce many of our teachers to avail themselves of this opportunity to see Europe during the summer vacation. We have given a general idea of the system of Messrs. Cook, Son & Jenkins. If any desire more particular information, it can be obtained by writing to their office, No. 262 Broadway, New York. The cost of the excursion to Vienna will be \$400 gold. The party will leave New York on Saturday, June 28th, on a special vessel chartered for the purpose. One will be selected capable of accommodating one hundred and fifty passengers, who will land at Glasgow about the 9th of July, then for a tour, according to the following programme, which we take from the printed advertisement:

"The route will be by steamer to Glasgow; thence to Edinburgh, passing through Loch Katrine, Loch Lomond, The Trossachs, and stopping to view the famous castle at Stirling; from Edinburgh to Melrose, to see the Ruined Abbey, and to Abbotsford, the home of Sir Walter Scott; then to London, stopping for a day at Alton Towers, the property and residence of the Earl of Shrewsbury, the handsomest baronial hall in England, with the finest gardens in Europe; from London to Cambridge, to see the famous University; then over the German Ocean and up the river Scheldt to Antwerp, and by rail to Brussels and Cologne; from Cologne we go by rail up the Rhine to Bonn, where an opportunity will be had to see its famous schools, after which we will take the steamer on the river to Bingen or Mayence, then *via* Darmstadt, Aschaffenburg and Wurzburg to Munich, the capital of Bavaria; then to Vienna *via* Salzburg and Linz. After spending sufficient time to see the Great Exposition, our return will be commenced to Munich *via* Passau and Regensburg; then to Augsburg, Lindau, and over the Lake of Constance to

Romanshorn, and rail to Winterthur, Schaffhausen, Zurich, Zug and Lucerne; then by steamer on Lake of Four Cantons to Alpnach, where we take the Diligences of the Federal Post over the Brunig to Brientz; then across the lake to Giesbach, where the wonderful illuminated water-fall is to be seen. Next morning we go to Interlaken for a look at the 'Young frau' and go to Berne, by lake and rail, to sleep; then to Lausanne and Geneva; from Geneva to Paris *via* Dijon, and Fontainebleau; then back to London by Rouen, Dieppe and New Haven; from London to Glasgow, where the steamer will be taken for New York on Wednesday, August 20th; due in New York, Aug. 31st.

"Thus furnishing one of the Grandest Excursions ever Planned, embracing nearly all places of interest in Continental Europe as well as Great Britain."

In order to avoid the discomforts of so large a party as 150, the company will be divided into sections of convenient size. A conductor will go with each section. We hope that many teachers may be able to avail themselves of this opportunity to travel cheaply in Europe. It is the dream of many a teacher's life to see the Old World, and we are glad that so many may now realize it. It will educate them more than months of study at home.

DEATH OF PROFESSOR HADLEY.

It is sad news to every friend of sound learning in this country that Professor James Hadley is dead. And there is no classical or linguistic scholar in the country who has not known and admired his attainments and respected his opinions as an author.

"James Hadley was born in Fairfield, N. Y., March 30, 1821 (the year after President Woolsey graduated). He graduated at Yale, in the class of 1842, remained there engaged in private study during the next College Year, and was a member of the Theological Seminary for the greater part of the two years following. In 1845 he became tutor in the College, was elected Assistant Professor of Greek in 1848, and, in 1851, became the head of the department on President Woolsey's resignation of his chair in it. He continued in active discharge of his duty, with the exception of two years, 1865-7, when his health failed, until a few weeks before his death."—*Yale Courant*.

CORRESPONDENCE.

MR. EDITOR,—I have read the letter of Mr. J. Dorman Steele in the December number of the EDUCATIONAL MONTHLY, and as it is written with so much candor and fairness, I take great pleasure in replying to that part of it which relates to the article on "School Histories and Some Errors in them."

My authority for the statement that the grant of August 10, 1622, was not called Laconia, is the grant itself, of which a copy may be found in New Hampshire Provincial Papers, Vol. I, Concord, N. H., 1867. It is there stated that the grantees intend, "with the consent of y^e President and Council," to name it "The Province of Maine," and Laconia is nowhere mentioned in the patent. The Rev. Dr. Bouton, the editor of the volume, calls attention to the fact that this statement differs from that usually made by historians and others who have written on the subject.

The authority for saying that the grant of November 17, 1629, was called Laconia is equally good, it being the grant itself, of which a copy, made in 1763 and duly certified, is in the Massachusetts State Archives. This instrument says that the grantees intend to name it "the Province of Laconia." The confusion between these two grants started with Dr. Belknap, in his History of New Hampshire, and has been kept up for nearly a century.

With regard to the story of Pocahontas, Mr. Steele asks, *Cui bono?* I will reply, this *bonum*, that in history we must have facts. Fiction is very well in its proper place, but in history we should say that it is never "good" or "harmless." The reader may connect with any past event as much romance as he fancies, but the writer should carefully abstain from it. I entered into no controversy about the character of Pocahontas, and certainly have no more inclination than Mr. Steele has, "to join in the effort to soil the pure and beautiful reputation which the little Indian maiden has acquired." In the statement of historical facts, we should aim at strict accuracy. Simple errors may become important ones before they are detected, and they

are sure to entangle readers as well as writers. It is the duty of all good citizens—even at the risk of being classed as “vampires of history”—to stop them as soon as they are found. If we would keep the stream clear, we must look carefully to its sources.

Very truly yours,

SAMUEL A. GREEN.

BOSTON, December, 1872.

EMINENT TEACHERS DECEASED IN 1872.

DEATH visits with equal impartiality the teachers and the taught, and no year passes in which he does not bear off some whose place it would be hard to fill. The year 1872 had not, perhaps, quite so large a number of these conspicuous names as some former years; yet among its eminent dead in our own profession, we find College presidents and professors, who have not, in some respects, left their peers behind them. Professors Thomas C. Upham, Albert Hopkins, Daniel Treadwell, Samuel H. Dickson, Francis Lieber, Ephraim D. Saunders, Francis Vinton, Edmund Turney, John W. Frazer and James Hadley, that prince of scholars, and President George W. Eaton, Nathaniel Moore, and Lorenzo B. Allen, are not men to be replaced at will in our Colleges and Universities. Nor, abroad, are such philosophers as Feuerbach and Freudenberg; such linguists as Goldstucker and Cæhler; such scientists as Babinét and Peetet de la Rive; such orators as Perè Gratry and Frederick Denison Maurice, or such historical teachers as Merle D'Aubigné and Robert Prutz, abundant even in the great universities of Europe. Yet these, and scores more, only less eminent, are among the dead of 1872. We shall endeavor, as in former years, to give some brief notices of these teachers who have fallen at their posts, both in honor of the dead and for the encouragement and edification of the living.

EDUCATIONAL INTELLIGENCE.

SAVANNAH, GA.—The Seventh Annual Report of the Superintendent of Public Schools gives the following facts: Number of teachers employed, 48. 2,513 pupils were enrolled during the year, and the average attendance was 1,906. The cost of instruction was \$17.90 per pupil. Weekly meetings of the Normal class were well attended. The report speaks highly of the satisfactory results of written examinations. Unfavorable accounts are given of the condition of the three county schools. The amount of compensation which the teachers receive is dependent upon the number of pupils. The small and uncertain salary causes frequent changes, and the results are injurious. Truancy has increased to such an alarming extent that the appointment of truant officers is suggested. They are to have the power to arrest and take back to school any scholars found playing in the streets during school hours. It would seem, however, that the remedy for this evil lies with parents.

OWENSBORO, KY.—The School Board report a sad condition of affairs. The school buildings are bad, and there is no money in the treasury. In fact, there was a deficit, last year, of \$140.70. For the ensuing year it will be \$4,634.60, if the Board make improvements which are absolutely necessary. The expenses of education are not great. With the buildings paid for, it would not exceed \$8 for each pupil per annum. The citizens should willingly provide for the support of their schools. They cannot make a better investment. The Board make an appeal to the people for money, and say that if it is not provided they will pay debts with the funds of the next year, and close the schools. The number of pupils who would thus be deprived of educational advantages is 506. The number enrolled is 623.

WILMINGTON, DEL.—At the Teachers' Institute, which all the teachers attend, methods of instruction are discussed, and essays on educational subjects read. The result cannot but be highly beneficial. Many teachers also

prosecute their studies in the Normal school. Improvement seems to be the order of the day. A new Grammar school for boys, affording instruction beyond the scope of the ordinary schools, has been established and has met with success. The Board has taken charge of a night school, which was formerly supported by private enterprise, and has opened three other night schools. The number of pupils in attendance upon these schools was 275. Seven teachers have been added to the list since the last report, making the number 78; of these, 16 are in grammar schools, and 62 in the primary departments. The average number of attendants was 3,503—90 per cent. of those enrolled. The value of the school property is estimated at \$173,395.20.

SAN FRANCISCO, CAL.—CITY AND COUNTY.—The Superintendent of Common Schools gives some interesting statistics in his report for the year ending June 30, 1872 :

Number of children between the ages of 5 and 15.....	31,936
Average attendance at public schools.....	20,202
“ “ “ private schools.....	5,005
Approximate number of non-attendants....	5,532
Number of pupils studying German.....	4,431
“ “ “ French.....	2,918
“ “ “ both.....	965

There is also a list of expenditures for the last 21 years :

The smallest amount expended was in 1852.....	\$ 23,125
The largest “ “ “ 1871.....	705,116
The disbursements for 1872 were.....	668,262
The total amount for 21 years is.....	5,599,572

The course of study has been cut down to a reasonable limit, and it is found that the scholars perform their work better than when they had more to do. During ten months of the year evening schools have been continued. In general, the report shows a prosperous state of affairs.

PROVIDENCE, R. I.—It is an encouraging sign of the times that almost every Superintendent's report speaks of the successful operation of the evening schools. It is a good indication : because, the establishment of such schools is only the supply made necessary by the demand. Eight have been supported by the Board ; and, in addition, five

vacation day schools have been opened. These are in session during July and August. There is also a Sewing school for girls. Every opportunity for acquiring an education is thus afforded. The number of school houses is 36; which, with their sites and furniture, are valued at \$1,000,000. The number of scholars in attendance was 8,646. In speaking of faithful teachers the Superintendent says: "The teachers of this class, standing at their post for many years, always keeping ahead of the times in their work, are the ones who earn their salaries over and over again, and who deserve *liberal pensions* when, by reason of age, or ill health, they retire from positions which they have faithfully filled for so long a time." To provide such pensions would be a generous act, but it is no more than justice demands. In looking over the list of teachers in Providence we find one lady who has served nearly 30 years, and several who began to teach there 20 years ago.

KIMBALL UNION ACADEMY, Meriden, N. H., has made decided gains during the past twelve months, having 137 names on the roll against 96 a year ago. About \$20,000 of a proposed additional endowment of \$100,000 has been raised.

HARVARD COLLEGE, while declining to admit the girls to the regular course, has yet made some concession to the demand for higher educational facilities for women. It proposes to hold local examinations, after the plan pursued for some nine years now by Cambridge University, England. Two classes of candidates will be examined; those under eighteen years, and those over that age. Certificates will be issued to those who stand the test, and certificates of honor to such as acquit themselves with credit. These certificates will be equivalent in value to diplomas, and may do much to stimulate young women to enter upon completer lines of study than they would otherwise pursue, as also to raise the standard of scholarships in girls' schools. And who knows but by and by the doors of Old Harvard may be flung as wide open for the girls as for their brothers? Any how, it will be a gain to the young women to know for certain whether they know a thing or not!

PRESIDENT ANGELL, of Michigan University, is to deliver a course of lectures on Journalism before the students sometime during this year. As the Doctor was formerly connected with the journalistic profession, these lectures will possess great value.

HOPE COLLEGE, Michigan, is to have a Female Seminary connected with it. The new institution will be under the supervision of the college authorities.

THE science of politics is now a regular branch of the educational system of France. In Paris a Free School of Political Science has been in operation for a year.

FROM the address of President Edwards of the Illinois State Normal University, delivered in June last, we make the following extracts: "Since the founding of the institution (in 1857) there have been in the Normal School for a longer or shorter time 2,617 pupils, making the admissions on an average $174\frac{1}{4}$ per year. But for the last two years the admissions have averaged $266\frac{3}{4}$ per year. In the Model School the total attendance has been 2,626." The cost per pupil is \$91.61. In consequence of the increased value of the property owned by the school, President Edwards finds that "the State of Illinois has, by this enterprise, secured for nothing all the instruction imparted here and made \$32,259.32 besides. And, indeed, the gains have been much greater than this, for the value of the Museum, now the property of the State, is not here counted."

THE attendance upon public schools in Mississippi is 117,683; that upon private schools 7,180. The number of free schools in the State is 3,456. Though possessing a permanent school fund of over \$2,000,000, through defective legislation none of the interest arising from its investment has ever been applied to the free schools.

THE Legislature of Massachusetts has passed a law authorizing the establishment of Schools of Design in every village—the object being to improve education among artisans. In every town of ten thousand inhabitants the State will maintain at least one such school.

THE Natural Sciences are taught in the common schools of Illinois, and Mr. S. A. Forbes, of Normal, is to make collections of specimens in Natural History for the use of all the schools. In order to accomplish this he invites contributions from teachers in the State.

THEY have compulsory education in Texas. The law requires that all persons under the age of fifteen shall attend school. A married lady in Houston, who has not yet reached the age that would entitle her to exemption, attends school regularly and carries her baby with her.

UNION COLLEGE, at Schenectady, and the Medical College, Law School, and Dudley Observatory, at Albany, have consolidated under the title "Union University of the State of New York." In the absence of accurate information on this subject we must say we do not see the advantages to be derived from this union, unless the college is moved to Albany and its standard raised to what a University should be.

THE Governor of Virginia, in his annual message just submitted to the legislature of that State, congratulates the members upon the growth of education during the past year. The attendance in the common schools has been over one hundred and sixty-six thousand, and there has been a marked improvement in their administration. The State treasurer of the same State says that Virginia, in proportion to her population, has a greater number of colleges than any other State in the Union.

PROMINENT educators of Ohio have resolved to have the system of education in that State properly represented at the Vienna Exposition.

VIRGINIA is making most gratifying progress in common school education. It has now 91 school superintendents, 3,853 teachers, 3,695 schools, 107 of which are graded, and 166,377 scholars. The increase last year was, in schools, 648; in pupils, 35,289; in teachers, 769; in school houses, 414. Of the ninety-nine counties in Virginia, ninety-three report a favorable change in public sentiment respecting the common school system. Eighty-six superintendents re-

port improvement in the qualification of teachers. Institutes have been held in seventy-seven counties and cities. School houses have been improved in eighty-seven counties. Eighty-nine counties report continued interest in education on the part of the colored people.

AN exchange says—"Rev. W. H. De Motte, President of the Jacksonville (Illinois) Female College, whose burning we noted last week, bravely says that, 'Though badly burned, we are not totally consumed,' " etc. Was it the college or the Reverend gentleman that was "badly burned" but not "totally consumed?"

THE University of Vermont has seven female students. In scholarship they rank as high as their classmates. Why shouldn't they?

COLORED children are not allowed to attend the public schools in Alleghany City, Pa. The colored citizens held a meeting to protest. A test case has been brought up in the courts.

CURRENT PUBLICATIONS.

DR. HART'S MANUAL OF AMERICAN LITERATURE⁽¹⁾ is constructed on the same plan, and shows the same handling of materials, as the *English Literature* which we noticed last month. As a "Text-Book for Schools and Colleges," therefore, it is open to the same criticism; that is to say, it is totally unsuited to its purpose. As a reference-book, it has like merits with its predecessor. It is cheap, comprehensive and easy of consultation. It presents rather more illustrative extracts, though many of them are exceedingly familiar; e.g., "Marco Bozzaris" and "The Old Oaken Bucket;" and we could afford to do without specimens of the heterographic "humor" of "Josh Billings" and "Artemus Ward" and their kind.

It is nothing strange that Prof. Hart's ideas of perspective and proportion should differ from ours; every author must

(1) A MANUAL OF AMERICAN LITERATURE: A Text-Book for Schools and Colleges. By John S. Hart, LL.D., Professor of Rhetoric and of the English Language and Literature in the College of New Jersey. Philadelphia: Eldredge & Brothers, 1873.

write from his own point of view. Yet we are a little surprised to find that Miss Leslie occupies 157 lines, while Mrs. Putnam has but 3; "John Paul" two pages, twelve times as much as John W. Draper; "Mosiz Addums" two and a half pages, and Rufus Choate but 11 lines. The most minute sketch in the volume recounts the literary labors of J. S. Hart, LL. D., and shows him to have written and edited a great many thousand pages, 8vo, 12mo, and 18mo; Horace Bushnell has 10 lines; Mark Hopkins 8; Edward Beecher 4. Full notices are given of eminent school-book authors and editors, such as Quackenbos, Smith, Greenleaf, Hanson and Steele; while we find no mention of such obscure scholars as Noah Porter, James Marsh, Sophocles, Drisler, Loomis, Goodwin and Hadley. Dr. J. C. Dalton fills two and a half lines, and gets that much space for the sole reason, apparently, that he has written a Physiology for schools. Such representative theologians as E. H. Sears, J. F. Clark and Abel Stevens are not admitted; nor do we find the names of Geo. T. Curtis, Elisha Mulford, the historians E. H. Gillett and Samuel Hopkins, nor even that of Thomas Paine, not to name other prominent men of his time; but in their stead we have whole pages of such weighty names in literature as Henry Stevens, Richard Stirling, and Misses Dargan, Elenjay and Upshur, of all but the first of whom (and of scores equally illustrious) we confess, with due mortification and self-abasement, that we hear now for the first time, Torrey, however, the accomplished translator of Neander, and his namesake of scientific fame, we have heard of, and seek their record in vain.

The value of such a work lies mainly in its accuracy and completeness. Of course some articles are more satisfactory than others. One is a little disappointed to find, under the name of Bryant, no mention of his translation of Homer, though place is found for Munford's version; under that of Lieber, nothing about the *Encyclopædia Americana*, which he so ably edited; no recognition of Prof. Child's studies on the language of Chaucer and Gower, (known and lauded in England, if not in New Jersey), nor of the *Four Plays* which he edited in 1848; nor of Stockton's praiseworthy attempt

to publish the books of the Bible in separate volumes, with notes, indexes, etc.; nor of Noyes' *New Testament*,—and so we might run on indefinitely. Fremont is denied all mention of his political career. Miss Bacon's effort to prove that Shakspeare did not write Shakspeare's Plays is duly recorded, but Prof. Holmes and his abler work with a like aim are omitted. Dr. Bushnell is said to have written "Christian Mothers" and "Christian Theology," books we have never seen; though we have long known his *Christian Nurture* and *Christ in Theology*. The titles of some of his occasional discourses are given as "principal works," while his *Vicarious Sacrifice*, the occasion of so much and so violent discussion, his *Woman's Suffrage*, and three (now four) volumes of discourses are passed over. Of O. M. Mitchell, we are told that "his published works are The Planetary and Stellar Worlds; and The Orbs of Heaven;" a list purporting to be complete. Our set contains the first named, with *Popular Astronomy* and *The Astronomy of the Bible*, 3 vols. S. P. Andrews' *Universology* and Poe's "prose poem" *Eureka*, are not named. Cheever is said to have written "The Pilgrims in the Shadow of the Jungfrau;" Shedd to have published "Eloquence and [a] Virtue;" "Professor" Marsh to have issued an Icelandic Grammar compiled from *Trask* [Rask]; S. H. Taylor to have "compiled" an Elementary Greek Grammar from Kühner's larger work [He says he *translated* it from the *Elementargrammatik* of the same author]; Dr. Park to have been Professor of Theology at Andover from 1836 [He was Professor of Sacred Rhetoric till 1847]. Very many of the lists of writings which we have examined fall so far short of accuracy and completeness, that we put but limited confidence in any of them. *Per contra*, we have lyrical writers catalogued here for having produced a single acceptable hymn. The originators of three of the great New York dailies are duly honored, but not James R. Spaulding, who started *The World*.

Of misprints there are more than there ought to be. Chas. "E." Eastman's middle name was *Gamage*. Lowell did not write the "Bigelow" Papers. There never was a French critic by the name of "St. Benve." D. G. Mitchell

was not the author of "Dr. John's." E. P. Whipple, the brilliant essayist and critic, does not spell his middle name 'Perry.' "Peter Parley's" real name was not "S. S. Goodrich." There is no "Burlington University" in Vermont. For "Brownville Papers" read Brawnville Papers. The authors of a History of Louisiana, etc., does not spell his name "Guyarré," but Gayarré. "D. Le Furber" will hardly know himself under his Frenchified agnomen.

But this transcription of *Corrigenda* is an ungracious and seemingly invidious business. We know well that the proof-reader's office is a difficult as well as a responsible one; that, however varied and accurate his learning, it not seldom falls short of the demands of his "proof;" we know something, too, of the perversity of types. Long ago we ceased to look for absolute perfection in any thing that falls from a printing press. The editor of this work has doubtless, since its publication, discovered ten errors where we, in a hasty examination, have noted one. The *errata* given above are our contribution to a revised edition.

"THE GREAT EVENTS OF HISTORY."⁽²⁾—It was a happy conception to give to the American schools the estimable book of Dr. Collier, of Trinity College, Dublin. In this act and its implied labors, we have the judgment of a teacher of scholarly acquisitions, and long and successful experience. But while he has given the work of Dr. Collier, as regards its subject matter, intact, the book is increased in size, and enhanced in worth. The work is carried further back, and also brought forward to the present time. This has given to the book that completeness which was wanting in the original. Of the work of the editor in amending this defect, and in which he becomes a co-author, we are compelled to speak in great praise. It is easily seen how great was the difficulty of compressing the ancient story from Genesis to the dawning of the Christian era, in a style and spirit worthy of being the porch to this beautiful structure of Dr. Collier; and then of adding, without distraction of method, to the edifice, the American history, with its Indian wars, and its

(2) THE GREAT EVENTS OF HISTORY FROM THE CREATION OF MAN TILL THE PRESENT TIME. By William Francis Collier, LL.D., Trinity College, Dublin. Edited by an experienced American Teacher.

three notable conflicts; also the astonishing story of the late gigantic strife in Europe. In a book of history intended to be read by youth for an educational purpose, the Scylla and Charybdis are thus defined—an effort to be concise almost inevitably runs into that sort of condensation which becomes repulsive and dry as an anatomy of mere bones—while an attempt at judicious enlargement is almost sure to beget a book whose obesity is repellant to the average youthful mind. In an age where intellectual activity is so unquestionably on the increase, there is no prospect of lessening the oppressingly great number of studies at present exacted of our youth. Nay, does not the exaction of progress speak contrariwise? Such being the truth, the necessity is imperious for that happy mean, neither skeleton, nor obese, but the trim and compact—muscle, and sinew; for time is everything in this period of pupilage. And it is such a book, and only such, as becomes rememberable, and that because it is attractively readable, and really enjoyable. It must, we think, be conceded, that we cannot engraft on the school-boy mind, as a ready aid to the memorial processes, any of those artificial methods, embraced in mnemonic chronologies. Each step is hard and obdurate as an algebraic formula. By the youthful mind the achievements of the past are seen through the glamour of romance. It is, after all, the most deftly done, when the Child Fancy, like a gentle sprite, impresses on the memory historic deeds and dates. You must give a boy either skeleton annals, as a task of dry details to be memorized, (a great strain on weak timber), or put before him the pleasanter form of an interesting narrative, worthy to be called History. And why not? Is not such a course the natural, therefore the true method? Let the concoction be true as to its ingredients, and yet of a pleasant, because skilful compounding. Thus done, what should hinder that the young mind take to it naturally as he does to his Robinson Crusoe, simply because the story is so naturally told? Pleasant reading, and of easy remembrance—that is the problem.

To our mind, this book of Dr. Collier, as now furnished by its American editor, seems to approach as near perfection as we may expect. The editor, in his extracts from the

sacred records, has studiously preserved that literalness of meaning which is held so dear by the Church Universal, but which rationalism has so ruthlessly attacked, and which some of the constructions of the modern science have, we think, needlessly sought to impugn. We notice, too, that Dr. Collier has given, with strict fidelity, some of those dear old episodes which modern historians are aiming to convict as myths. The story of Gessler and Tell, albeit a Swiss scholar has lately had the courage to deny the existence of these personages, is again told with artless effect.

The book is, indeed, a marvel of simple and straightforward interest; and that must be a very dull youth of either sex, that could read these "Great Events of History" in a listless mood. There is much philosophy in the curt phrase, fast becoming a proverb—"All depends on the way you put a thing." Now this pleasant story of the life of humanity as shown in this threading together the memories of the peoples, is very happily "put." And there should be mentioned the neatness and exquisite chasteness of the style of both author and editor. Though sometimes a little ornate, it is never turgid—though often rapid, it is always clear—though there is much simplicity, it is always elegant. And yet, this little book is not in any sense the off-throe of an inspiration. *Ars est celare artem.* The Horatian maxim is perceptible all along like the golden thread in the loom. As a constellation may cluster around "a bright particular star," so each section of this stirring story groups its facts around some one great historic event. And how easily may this event be used as a central mnemonic thought, around which, after the class has read, the teacher can throw his questions, testing how well his pupils may have comprehended, and retained the subject matter of the portion gone through.

In a word, with great sincerity we hail this book as an acquisition to teachers, and a real boon to American youth; and we think, that so far as it is possible, the great *desideratum* of changing from an unwilling task to a pleasant exercise, the study of general history, is hereby achieved.

DR. MURRAY proposed to furnish a text-book and a

Manual for Land Surveyors,⁽³⁾ and it is a pleasure to see that when that end was accomplished he stopped. There is no necessity to apologize for the "unexpected length," etc. The author is not only thoroughly posted on his subject, but understands, from his long experience as a college professor, how to teach others. His desire for clearness has, however, led him into some errors. For example, we think the whole chapter on Plane Trigonometry might be omitted with advantage. It has no proper place in a manual of land surveying. It is a subject which students understand before they come to the study of surveying. It will, of course, benefit those who have never been through college, or who have grown rusty. Text-books should be as concise as is consistent with thoroughness. Twelve chapters on twelve different subjects follow the book on Trigonometry. In a work of this character there is little scope for originality. Excellence consists in wise selection and arrangement, and in a clear presentation of subjects. The merits of the Manual of Land Surveying, in this respect, entitle it to the highest place among works on this branch of mathematics.

THE ENGLISH GRAMMAR AND READING BOOK, by the Rev. O. W. Tancock, M.A. Macmillan & Co. Is divided into four parts—an Introductory Chapter, Grammar, Extracts, and Glossary. The first gives an interesting account of the development of the language. The Grammar is good; the Extracts are judiciously selected, and the Glossary has been prepared with care. A very objectionable feature is the catalogue of Macmillan & Co., ninety-four pages in length, which lumps up the book.

WE have received from Messrs. Harper & Brothers, "Journalism in the United States from 1690 to 1872," by Frederick Hudson. The author's large experience in connection with the Press has fitted him to write intelligently on this subject. The book before us is a most complete account of the rise and progress of journalism in the United States. From the same house we have received—

(3) MANUAL OF LAND SURVEYING, WITH TABLES. By David Murray, A.M., Ph.D., Professor of Mathematics in Rutgers College. New York: J. W. Schermerhorn & Co., 1872.

"The Wandering Heir," by Charles Reade, and "An Only Sister," by Madame Guizot De Witt.

SANFORD'S COMMON SCHOOL ANALYTICAL ARITHMETIC. J. B. Lippincott & Co. The idea of this book is to take the pupil by easy stages from Numbers to Mensuration. The first examples are easy and clearly expressed, the latter more difficult, but still clearly enunciated. They are difficult practical questions, not puzzles. We do not mention this feature as peculiar to this one arithmetic. Several now before the public possess the same advantage. It is, however, an excellence which deserves recognition.

MISCELLANEA.

PROF. DAVID MURRAY, Ph. D., of Rutgers College, New Brunswick, N. J., is offered the Commissionership of all the affairs of Schools and Colleges in the Empire of Japan. If he concludes to accept, we shall congratulate the Japanese Government upon the wise selection.

A CIRCULAR advertising a new book published by a New York house, mentions the late war as the "American War of the Rebellion." The Principal of a Southern college takes offense at this and writes: "I can assure you that if the late war is styled the American Rebellion, as it is termed in the circular, you need not look for the introduction of the work in many schools south of Mason and Dixon's Line. It is high time such nonsensical phraseology was done away with, as some publishers have already discovered." The author of the obnoxious work has, we are sure, no desire to perpetuate unpleasant feelings between the South and North, but history cannot be written to suit the prejudices of a section. We believe that the large majority of Southern people prefer historical accuracy to a mere quibble on words.

IN an article on Venice an exchange remarks—"It is strange that they have no horses." It would be much stranger if they had, for in many streets the horse would

stick fast between the houses. It would be uncomfortable for a foot-passenger to meet an equestrian in a spot so narrow. The American Consul (it is spelled Counsel) in Venice would be surprised to learn from the same article that he keeps a horse, which is looked upon as a wonder. He probably takes him in a gondala to the main land and has a gallop. We also learn that the Bridge of Sighs is attached to St. Mark's Cathedral. Why cannot people write on subjects they know something about? or, if they must write from books, let them copy word for word and not introduce nonsensical remarks.

DR. HENRY SCHLIEMAN has been exploring the supposed site of ancient Troy, and has discovered at various depths below the surface remains of pottery, houses, and masonry, which indicate that he has at last got upon the very ground where the most intensely interesting events described in Homer's Iliad took place. The base of a tower forty feet in thickness has been discovered, which Dr. Schlieman thinks may have been the very one from whence Andromache witnessed the death of noble Hector.

IN a lecture on ventilation, lately delivered before the Franklin Institute, Mr. L. W. Leeds, after detailing the abominations he encountered in his examination of the ventilating arrangements of the Treasury Building at Washington, gives the following practical directions concerning provisions for ventilation and warming in the construction of buildings. First, never have long underground fresh-air ducts. Second, never allow a sewer, soil-pipe, foul-air flue, or smoke-flue, to come near the fresh-air supply-flue, for fear of some connection being made between them by carelessness or accident. Third, never heat a building exclusively by currents of warm air. Fourth, always put the heating-flues on the outside wall instead of on the inside walls. Fifth, avoid making the fresh-air chamber a common receptacle for all the rubbish of a filthy cellar.—*Popular Science Monthly.*

THE annual cost of the clergy in the United States is \$12,000,000: that of the criminals \$40,000,000: the lawyers cost \$70,000,000, and \$200,000,000 is spent for rum.